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ABSTRACT

This booklet discusses counseling for adults in the adult school--either by guidance officials or the teacher. The typical counselor interviews students, functions at group meetings, does cooperative placement work, trains other staff, keeps records, and gives tests. When the teacher acts as counselor, he must relate teaching goals to guidance objectives. The effective counselor makes advance preparation, listens carefully, asks one question at a time, is sensitive to helpful clues in the pattern of questions and answers, understands nonverbal communications, and is friendly and interested. (A checklist for teachers of adults and a checklist for students are included.) (PT)

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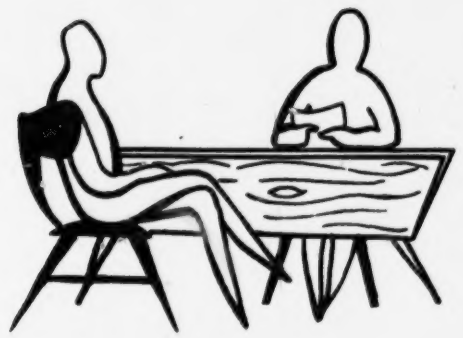
The National Association for Public Continuing & Adult Education

COUNSELING AND INTERVIEWING

Adult Students



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THE NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION

1201 Sixteenth Street, Northwest, Washington, D. C. 20036

In this booklet you will find:

- What is meant by counseling and for whom it is intended ..... page 4
- A description of the duties of a counselor in an adult-education program ..... page 8
- Information about ways in which teachers can make counseling an important part of their instructional programs ..... page 12
- Suggestions to counselors, teachers, and administrators on ways in which their interviews with adult students can be most effective ..... page 15
- Checklists for both teachers and students to help them see where they stand in relation to counseling needs and processes ..... page 19
- A summary of the guidance program of the Cleveland Extension High School ..... page 23

The National Association for Public Continuing and Adult Education is the national voice of public school adult-education programs in the United States. Professional services offered by NAPCAE include:

- Inservice training programs for local and state directors of adult education
- Services of a specialist to interpret public-school adult education to the educational field and the lay public
- Centralized information service for all public-school adult education
- Publications in specialized areas, designed to assist all those concerned with adult education (see inside back cover)
- A forum for the exchange of ideas and opinions by the country's leading adult educators—both teachers and administrators
- Publication of periodicals for teachers and administrators (see inside back cover)
- An annual conference of the membership.

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COUNSELING AND INTERVIEWING

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Foreword

In certain respects, this is an historic edition of *Counseling and Interviewing Adult Students*, not necessarily because it represents the fifth printing of a publication which was copyrighted in 1960, but because this is the first booklet printed under our new name—The National Association for Public Continuing and Adult Education.

The name change was adopted in Washington, D.C., at the Galaxy Conference of Adult Education Organizations in December of 1969, essentially for the purpose of opening our membership and our services to an increasingly broader segment of American education. We hope that this publication will be placed in the hands of many persons who are learning about our Association for the first time. The material has been adapted from previous NAPCAE publications and is one in a series of action-oriented instructional booklets.

The year 1970 is a banner one for adult education because it is during this year that the Federal government first enacted legislation extending adult basic education through high school. Public Law 91-230 provides the authority for federally-funded adult high school education programs, and undoubtedly some who will be using this booklet will be using it in counseling adults who are attending class for the first time as a result of this legislation.

Although an important decade has been spanned since this booklet was first printed, practitioners tell us that the suggestions and techniques have withstood the test of time and are still valid. We sincerely hope that this book will prove helpful in the counseling and interviewing process for adult students.

—James R. Dorland, Executive Secretary

Part 1

What's It All About?

Is guidance a highly skilled and technical process which can only be undertaken by a skilled counselor?

What is the responsibility of the teacher of adults for guidance if the adult school does not provide a counseling service?

Where guidance service is provided by the adult school, how can the teacher and guidance officials best work together?

Can the teacher provide guidance services for students in an adult-education class?

These are some of the questions frequently asked by teachers and administrators of adult-education programs. In some adult-education programs, formalized guidance and counseling services are highly developed. In many others, guidance and counseling services are just beginning to make their appearance as a part of the total program of the adult school.

Because of the wide variation in present counseling and guidance practices in adult-education programs, it is probably best to begin answering the frequently asked questions by first exploring some basic concepts.

WHAT'S BEHIND THE COUNSELING IDEA?

Guidance is not only an activity or a process, but a point of view. It involves a set of attitudes. Some of the following principles are basic to guidance:

- **Respect for the individual and for individual differences.** Each individual must be made to feel that he is an independent person, worthy of respect, able to attain needed strengths and self-reliance.
- **Acceptance of the individual as a personality.** The ability to accept others is related to one's acceptance of oneself. Accept-

ing on a non-judging basis and helping the student to maintain his right to make *his* choice—not yours—are basic.

- **Personal response.** Each individual desires a personal response and personal association with those whom he admires and respects.
- **Understanding.** Each person must feel confident that he is understood.
- **Permitting others to be what they are.** This concept is related to empathy, and involves the ability to listen to another person. In counseling situations, the permissive nature of the relationship between counselor and counselee provides a satisfactory psychological atmosphere. The individual is allowed to say what he wishes. You only ask questions that help him evaluate his statements. The individual is free to make his choice. You help him to arrive at a decision and to evaluate the choice.

PEOPLE WHO NEED COUNSELING

Counseling is vital when:

- Adults need to be stimulated toward further self-improvement. (Remember, for example, the repeaters would like to take Upholstery over and over again if they could.)
- Adults already wish to better themselves, but don't quite know how to go about it. (Perhaps you know a boy or girl who dropped out of school early and now doesn't think it possible to earn a diploma.)
- Adults have become disillusioned with adult education, either because of their own past failures or some educator's too-glowing promises. ("I thought I could be interested in the Great Books, but I have yet to read a single one.")
- Special groups need help. (Newly employed youth seeking to move ahead in their chosen work, or the rapidly increasing group of those preparing for retirement.)
- Individuals so overwork the American tradition of self-reliance as to be afraid to admit their needs. (Independent spirits who are fearful of requesting needed help, even in complex situations.)

In addition, the adult educator will be confronted with many types of students having a variety of attitudes and problems:

- The man who diffidently asks for information, and who may feel foolish if someone acts as if his questions were silly
- The young woman trying to get up enough nerve to change her job, who wants to start learning new skills

- The lonely older woman who starts telling you her life's history when she comes in to register for the art class, and who may be led to see that there are other courses that would be just as good, or better, for her
- The workman who, with a little more extensive academic education, can become a foreman if he gets proper help
- The students in vocational-training courses who need help in moving toward their goals
- Parents who want to become better parents
- The young adult who still wants to prepare for college and needs a helping hand to gather or supply information
- The sixtyish man who is fearful that the talk of the "golden years" is rubbish.

Then, too, there are always those adults who have special questions. Such questions as these may arise when the students have gained confidence:

- What am I to do with that jealous husband of mine, who doesn't think I come to school every night?
- I am facing retirement in three years and I am really frightened, for I don't know what I am going to do with myself.
- Will you write a letter to my boss, telling him I am getting along all right?
- Are you going to give me citizenship papers here at school?

ABOUT ADULT STUDENTS

Anyone counseling adults on education matters should be aware of these characteristics of adult students:

- The adult is a voluntary student.
- The adult is usually a part-time student. He often has heavy job, home, church, and community responsibilities.
- The adult may have been away from school for some time.
- If he is in his late twenties or beyond, he may feel embarrassed and insecure when he enters an adult school. Can he still learn? Will he seem stupid to others? What will his friends say about his latest madness?
- He may have a bad or good school record which may or may not give an insight into his present abilities. It should not prejudice his work in adult education, but it may sometimes loom large in his own mind as he "starts again."

- Even when the adult student makes light of what he is doing, he usually believes he has made a most serious decision.
- No matter what course an adult may take, he believes it will specifically help him. To the adult, education is a very practical pursuit. Whether he is undertaking academic, cultural, vocational, or avocational activities, the aim in nearly all cases is improved status or a bettering of past education which he considers somewhat inferior.
- He may differ widely in age, job, experiences, motivations for study, and goals from other students in the group.
- He is likely to take the information and counsel he receives far more seriously than do younger students in regular school programs.
- He expects information received to be correct, up to date, and workable.

No matter what the temptation to do otherwise, the adult educator should make certain that the adult student makes his own final decisions. It may hurt an educator to see an adult student make what he believes are "wrong decisions," but he should keep in mind that individuals can only carry out effectively those decisions to which they themselves are fully committed. Every adult educator should make certain that informed and responsible decision-making is part of the educational experience of adults.

Although the student must freely make his own choice, the adult educator must help the student with all the processes involved in making a decision—defining the problem, seeking and evaluating data, examining alternatives, and reviewing the final choice.

Educators have the responsibility to inform adults about other agencies or groups offering educational services in the community, whenever it is clear that others can be of more help.

Not all problems are soluble through organized education. Some conditions require direct services, medical care, or psychiatric advice. Under these circumstances, the educator should arrange to refer the student to the proper community service.

Good counsel and correct advice may, at any time, bring all the creative forces in the individual into a new and finer pattern of effectiveness. This awareness should spark the relationship between every educator and every adult student.

Part 2

What the Counselor Does

The typical adult-education counselor is a part-time schoolman. He usually works two evenings a week for two hours each session. Some work only one such session; others work three or four. Length of the session, likewise, may be more or less than two hours. It is probably wise to restrict such counselors to not more than four to six hours per week, since part-time counseling, like part-time teaching, is generally done after a full day's work. Too many sessions or too many hours can destroy the physical stamina of a person or reduce him to a routine, lusterless character.

If a system is financially able and progressive enough to support counseling positions, it should safeguard this service. Counselors are so "handy." They usually have offices or rooms close to the main office. Because they deal largely with one individual at a time, the principal or administrator has to be a superman to resist using them for the many odd jobs that continually arise in the school. The only justification for counseling positions is the counseling that is done.

INTERVIEWS

Interviews with students include pre-registration orientation, registration-time talks, long-term educational planning, credit evaluation for graduation requirements, educational requirements to meet vocational plans, college-entrance requirements, curriculum adjustment, interpretation of test results, and talks with those students seeking aid themselves or referred by faculty members. With administrators, the counselor discusses implications of facts discovered at interviews or through follow-up studies, as a basis for curriculum changes. Adjustment problems of individual students are discussed with faculty members. The counselor interprets programs, courses, or cooperative action to community leaders.

GROUP MEETINGS

The counselor also functions at various types of group meetings. With students, he presents registration procedures; educational opportunities in the school and elsewhere; graduation requirements; college-entrance requirements, the High School Equivalence Examination (application procedures, scope of the tests, the values); guidance services available; and the processes of analyzing problems and checking on conclusions.

Registration procedures and information, as well as policies and procedures of the guidance services, are discussed in faculty meetings. The counselor may also sponsor occupational conferences, assembly programs, and similar activities to bring educational and vocational information to students, or to acquaint them with community services. With civic, social, and professional groups, he presents and discusses adult-education programs.

PLACEMENT AND REFERRAL

Another key function is that of placement and referral. The counselor does cooperative placement work with state and federal employment agencies as early as possible. He also gathers comprehensive knowledge of all other civic, social, professional, and welfare agencies or organizations having services to help adults meet particular problems. This is his basis for evolving a creative referral service.

TRAINING OTHER ADULT-EDUCATION STAFF

The part-time counselor can appropriately be used as a training officer before the opening of the adult school. Acting under the principal, he should train all those who are registering adult students to understand and use the same general procedures. Those who help register, for example, will select problem cases (not necessarily serious) of individuals who need special help. These are sent directly to the counselor, who should reserve most of his time during registration periods for just such duties. His insistence on interviewing the difficult cases should be fully respected.

One successful approach to student orientation to the adult school is to have every teacher trained by the counselor to meet, in his assigned room, the group of students interested in entering his class. This "group guidance" in advance of enrollment in the adult school helps the new student to develop a "sense of belonging" to his new environment.

Not only will this help the new student relate to the rather strange (to him) environment of adult education, but it will ease school operation by acquainting the newcomer early with school procedures that must be followed. These could include automobile parking, regulations governing smoking, and the necessary administrative details. Large directing signs at the entrance and a group of former students to act as guides help this approach work smoothly. This method is more effective than trying to gather new students en masse in an auditorium to explain registration procedures to them.

RECORD-KEEPING

Counselors should lead in determining those facts and figures which have meaning to the students and the school. Needless vital statistics should be eliminated. Except to prove that a young adult is old enough to enroll, there is little point in requiring a statement of age. Likewise, much detail on previous schooling is unnecessary from an adult who wants a noncredit course.

However, every student in an adult school should have his past record reoriented toward adult education. Where a formal record is needed for credit purposes, letters may have to be sent around the world. Even where the adult student is not interested in credits, he may still have problems which counselors can study with him and help him solve.

In some cases, a school may not have satisfactory forms for tabulation of data, recording of evaluative statements, and permanent filing of work experience and school records. When this is true, the counselor should seek to have the school devise the necessary forms.

USING STANDARDIZED TESTS

There are many individuals whose problems can best be solved by giving them standardized tests early and then talking through with them the meaning of the results. Such tests provide a better and more accurate service to adults. (A list of tests used by the Cleveland Public School will be found in the Appendix.)

Every adult center having a counseling service will want to relate its work closely to testing services maintained in other branches of the schools, or by colleges and universities, as well as with state employment services. In schools giving standardized tests, the information available on test scores and test profiles should become a part of the systematic record of the individual student.

Whenever tests are given, there are precautions that must be observed with adult groups:

- All test scores should be studied carefully by the counselor, so they can be presented as only part of the picture to the adult student.
- Many adults who have been away from school for years may find tests more difficult than they are actually meant to be.
- The time allowed for standardized tests may be unfair to adults who work at a slow pace.
- Most of the tests that exist today have not had norms established for adult groups. Furthermore, one test may prove little or nothing. Results frm one or two tests are not conclusive evidence proving some previously formed "hunch."
- Certain rule-of-thumb controls should be exercised on the use of tests, such as: the longer the time away from educational work, the less weight given to test scores; and the fewer tests given, the less weight given to the results.

The counselor of adults should assume that there are few, if any, valid norms upon which he can base general conclusions. Whether he is dealing with so-called "objective test results" or with very official records, all data should be reoriented to current problems and plans. Furthermore, the counselor should listen carefully to the explanation the adult may give for the grades achieved.

COOPERATION: COUNSELOR, STUDENT, SCHOOL

Adult counseling in schools is designed to help individuals recognize how some form of education can help them with their problems. With time and conditions propitious, the counselor helps the adult student bring together all the available ingredients the student needs in order to make good decisions. Education counseling asks the individual to see himself as he is, as well as the way he would like to be. It requests a comparative consideration of various approaches and goals, to avert a one-sided decision.

To serve the adult student fully, the counselor also needs to have made available to him the guidance resources of the secondary school and of the school library, with respect to information on occupations and other educational opportunities in the community. Wherever possible, this information should be related to a job-placement service operated by the school, whereby both the student and the community can be served.

If the effectiveness of the total guidance program is to be fully evaluated, a follow-up program is required. Some adult schools

have provided for a follow-up study of the out-of-school experiences of individual students. Such a study is a measure of the effectiveness of a total guidance program. Each school would do well to devise a rating card on its activities and effectiveness, to be sent to, and returned to the counselor by, recent graduates. The results of this follow-up can be used to guide the school's future program and keep the counselor in touch with individuals whom he may still be in a position to serve.

Part 3

The Teacher as Counselor

Whether or not the adult school has a specialized guidance and counseling service, the adult teacher is a key person in guidance. Of all those who come in contact with the adult student, the classroom teacher is the one who can observe, and therefore knows him best. The teacher's unique and central role in guidance arises from the fact that guidance is good teaching. The attitude patterns and personality characteristics of each individual distinctly affect the learning process. When a teacher is able to appraise the feelings, goals, and aspirations of each individual in the class—and of the class as a group—the teaching program improves. Teaching, therefore, is not only instruction in what the student wants to learn, but also guidance toward increasing maturity and personality development.

The chief purposes of school counseling services for adults are to help people enter the educational programs best for them, and to help them make adjustments allowing them to profit fully from their educational experiences. Outside referrals for other purposes will or will not lie within the province of the classroom teacher,

depending upon whether the school has a counselor, and, if not, whether the administrative setup permits or encourages direct contact between teachers and referral resources.

In any case, referring people to other services implies also the responsibility to follow up and to find out about the success of the action. Where possible, appointments and general introductions are made. The referral agency should be made fully aware of the school's continuing interest, and it should be asked to inform the school about action taken and results accomplished with each referral.

RELATING TEACHING TO GUIDANCE

To keep the teaching processes and the guidance processes related, the classroom teacher can ask himself several basic questions:

- Why is each individual adult in this classroom?
- What are his educational, vocational, social, and emotional needs?
- Why did he choose this class?
- What will he do with this educational opportunity?
- What are his past experiences: educationally, occupationally, as a family member, and in community activities?
- What can this class do to meet his needs?
- How can the curriculum be adapted to his needs?

As answers to these questions emerge, certain classroom activities will show themselves to be useful in helping the teacher relate teaching goals to guidance objectives.

Cooperative Planning and Evaluation

Each student should discuss the goals he brought into class and have an opportunity to set and achieve new goals as the course progresses. To do this, students and teachers must cooperate in planning activities, so that there will be sharing experiences, participation in developing individual or group projects, and self-evaluation of the work. Hence, the teacher must be constantly alert to the way an activity or performance program develops. The teacher's role here is not to evaluate, but rather to help the students develop criteria and standards for their own evaluations.

Expressing Feelings

Social and emotional forces are constantly at work within and upon each student. These forces can either encourage or hinder learning. The teacher's responsibility is to be conscious of the forces and to use them to create an effective learning environment.

Since no teacher can be sure of accurately gauging the feelings of individuals which generate the forces, the best way to develop consciousness about them is occasionally to bring a discussion of them out into the open. For example, the teacher can sometimes ask, near the end of a class session, "If we had this class period to do over again, what are the steps we could take that would make it a more useful learning experience to you?" It may seem that the students might be a bit embarrassed to comment, either directly in the teacher's hearing or in the other students' ears. If so, the class can be divided into small committees to discuss this or similar questions more objectively. After this information is available, the teacher will have much more insight into the forces affecting the learning process.

Learning About Problem-Solving

Students must be helped to look for all the alternative ways that may be available to solve a problem. The teacher should instruct them in specific ways of getting information about each possible solution. Thus they will select an alternative that is meaningful to them in a given situation. This approach—seeking a variety of alternatives and testing out each one—can be used by the student, not only to solve educational problems ("How should the material be cut to secure minimum waste?"), but also to resolve social and emotional situations ("How can I improve my study habits, and how can I learn to express myself more clearly?").

Providing Opportunities for Participation

To most questions the student himself can find the answer. It is the teacher's responsibility to help provide a milieu in which these answers may be discovered. Not all students react to the same kind of teaching stimuli. Therefore, using a wide variety of teaching methods helps each individual participate effectively in some aspect of the instructional pattern. Group discussion, buzz sessions, role-playing, sociodramas, observation, and demonstrations can be used to give maximum opportunity for individual participation and expression.

Through the use of varied teaching methods, the teacher can usually gain information about and understanding of the life experiences of class members. The curriculum can then be related with considerable accuracy to the experience-level of each student.

As the teacher practices good will, sincere interest, and understanding about the problems and concerns of each individual student, and of the instructional group, the developing classroom atmosphere will encourage students to accept the teacher in the dual role of instructor and counselor.

Part 4

Effective Interviewing

Whether or not there is a counselor in the school, all personnel concerned with guidance—teachers, counselors, administrators—need to be able to communicate effectively with the individual student if maximum growth through adult education is to be realized.

At times the student's need or apparent problem can be quite complex. Sometimes effective communication itself is blocked. The interview participants must cope with:

- What I mean to say vs. what I actually say
- What the other person hears vs. what he thinks he hears
- What the other person means to say vs. what he says
- What the other person says vs. what I think he says.

The objective of interviewing is to discover what the student really needs or wants to know. Once this is done, questioning has accomplished its basic purpose. Then the interviewer's task is to supply information that the interviewee can apply to his problem, need, or question.

Interviewers frequently tend to "take over." This temptation must be understood and resisted. Many of us find it flattering to be asked for advice, and like to have others depend upon us. But one of our purposes is to help people make decisions on their own initiative and resources—to use one situation involving some dependency to apply the lesson learned independently later.

WHEN IS INTERVIEWING NEEDED?

It is usually not difficult for an alert teacher to sense when a student is confused, not sure, or groping:

- "I wish I could get G. I. benefits so I could quit my job and study to be a laboratory technician."

- "Education isn't everything. It isn't *what* you know—it's *who* you know in life that really counts."
- "That class on Thursday evening doesn't stimulate me. Most of the students in the class know more than the teacher does."
- "I don't think the other students like me. I'm not as smart as they are."

These are the kinds of comments that fairly clamor for good interviewing and ought not necessarily to be taken at face value. However, do not always challenge everything a person says. It is a good policy to give most questioners credit for being able to make adequate decisions. Always remember—the decision, or point, does not have to make sense to you—the important thing is that it meets the need of the interviewee and makes sense to him.

In any interviewing situation, two cardinal principles should guide the interviewer: (1) the interviewee must have confidence that he is understood; and (2) the interviewee must have confidence that his independence is respected.

HOW INTERVIEWING WORKS

To enable us to see clearly what takes place in an interview, let's meet a man with this problem:

HOW CAN I LEARN TO CONCENTRATE BETTER?

Your task is, through good questions asked in a manner that secures his best cooperation, to unravel and untangle the fuzziness around his stated problem, so that you, and he, can see the real problem.

You might ask such questions as, "Why do you say you cannot concentrate?" "Is this true for all kinds of reading or just the reading you do for this class?" "Are there things you would particularly like to read, except that the material seems too hard?" Questions like these begin to narrow down the general problem and to reveal what he wants to know, a little of why he wants to know it, and eventually arrives at the specific problem with which the teacher can help. After you get to the core of his problem, it may look like this:

HOW CAN I DO BETTER IN THIS CLASS?

When the outside wrappings are removed from the problem, the teacher may, perhaps, find that the student is particularly concerned with his own standing in relation to other students, and wants to make more rapid progress. Unable to state the problem ("How can I do better in this class?"), he was offering a rationalization as the probable reason. ("I can't concentrate.")

Now that you have found the real problem, you are able to suggest several alternatives, such as, "Come early next week for a review," or "Here is a magazine article that will get you started," or "Here is a course offered in our adult school in reading," or "Let me go up to our library with you." You then ask, "What do you think will be most helpful?" Give him a chance to reflect before he answers. Silence—your silence—can, indeed, be golden now!

Note that the interviewer is setting forth all the assistance and possible solutions or information he has available. He is not trying to influence the student. He lets him consider several solutions and make his own decision as to which he will try. Such help as a basis for student decision-making encourages independence and better prepares the questioner to meet his next problem.

Basically, that's how it's done. But back of this process is a set of skills. Some of these are listed below. If you keep these in mind, your interviews will improve as you gain practice.

Advance Preparation

The effective interviewer knows his content area, his school, community, and their educational resources, and knows how to make an intelligent referral if the resource lies outside his competence. If the interview is by appointment, appropriate preparations should be made. Planning should include provisions for privacy, gathering together all possible background information about the student, and establishing some sense of direction and goals. The interviewer's beginning should establish a friendly relationship. Make it easy for the other person to express himself. Impatience or giving the impression of being busy stymies and freezes many questioners.

Listening

It is not always easy to listen, for we may try to anticipate the question. We can train ourselves to listen better if we sometimes repeat what has been said in our own words, to check if we have heard correctly. Let the student tell his problem in his own way. Then help him to supplement and clarify it. The student isn't there to help you test your clairvoyance. Know and direct your questions toward your target area. Interpret answers at once to check your understanding, and then let the interviewee have ample opportunity to qualify his statements.

Asking Questions

Ask only one question at a time, not two or three in the same breath. Use straightforward questions. Trick questions may be

amusing, but they can efficiently stop an interview. Try to avoid the role of an oracle. While questioning to clarify a problem, you also are learning. And avoid suggesting an answer in a question. "Wouldn't learning more about local history be an interesting hobby?" Yes, for someone, but maybe not for your interviewee.

Use your questions to keep the interview productive. Interesting bypaths occur frequently, but often only divert or confuse. Remember, too, that silence can be a good question. A relaxed silence may evoke productive thinking by an interviewee. Silence would be a better tool if interviewers could train themselves to be comfortable in silence while another person is thinking; thus implying a sharing with the interviewee of the initiative for the interview.

Interpreting Answers

Be sensitive to the pattern of questions and answers. Helpful clues can be gained from association of ideas in answers, sudden shifts in direction, opening and closing sentences, recurring references, inconsistencies and gaps in answers, and apparent double meaning. Most teachers and leaders do this all the time, so you don't have to be a psychologist. The mere occurrence of these items is nothing sinister. But such clues will do wonders in helping you to understand a conversation or in suggesting productive directions to pursue.

Nonverbal Clues

Interviewing techniques also include understanding the nonverbal communications that take place in interviews. These frequently tell us much more than do the spoken words. A word of caution is necessary, since all of us do these things. One act, viewed in isolation, tells nothing. Usually a pattern does. But even then, we can easily misinterpret, attributing deep psychological meaning to every scrap of behavior. But, used intelligently, unspoken communication can be quite helpful to the interviewer.

Incidentally, a good way to demonstrate these unspoken communications and to practice sensitivity to them is to turn on your TV, video only. You will find that with a little observation, you will be able to interpret moods, feelings, and problems. Here are some of the most common signs:

- Watch posture, gestures, flushing, and excitability. For example, posture is usually a good guide to health or attitude.
- Observe arm movements. We usually touch what we like, withdraw from what we do not like. Trembling, either in the voice or body, usually is associated with strong feeling or emotion.

Fidgeting and restlessness, twitching, and rigidity are common tip-offs to emotional tension and high feeling.

- Be attentive to acts of forgetfulness. We often tend to forget the unpleasant. Notice slips of the tongue. They might be quite accidental, or they might be meaningful—particularly if slips recur around the same general content or subject area.

Not by Technique Alone

Sharpen your alertness for these signs. You won't remember them all, but watch for selected ones. Then strive to build such observation permanently into your interviewing. Watch the individual questions, the answers, the behavior of the interviewee, and your own behavior. The sum total of these impressions makes for an interview leading to understanding and identification of the real problems.

Seldom do all the items discussed come into play in any single interview. Technique-consciousness can ruin an interview. Always remember that many people are quite capable of isolating their difficulties and stating their problems or questions clearly. So use your techniques with discretion and make unfamiliar ones gradually your tools. Save your more insightful technique for the really tough interviews.

But techniques alone never do a good interviewing job. If the interviewer really wants to help people with their problems, is innately friendly and interested, sincerely tries to understand the problem and what it means to the questioner, and instills confidence that the questioner's independence is respected, then he will almost surely interview skillfully and effectively. One never reaches perfection in interviewing, but learns from each interivew how to help the next interviewee more adequately and efficiently.

CHECKLIST FOR TEACHERS OF ADULTS

Let's find out how you're doing. Here's a checklist to help you rate yourself:

	Quite well	So-so	Need improvement
Do I know my pupils — their backgrounds, abilities, and interests?	----------	----------	----------
Do I know the school program?	----------	----------	----------
Do I know the school policies regarding graduation requirements, attendance, credit, work experience, etc.?	----------	----------	----------

	Quite well	So-so	Need improvement
Do I know the faculty, the clerical staff, and the available specialists in school?			
Do I know the community agencies available in my locality, and their services?			
Do I know information sources on occupations and educational opportunities?			
Do I maintain informal and objective notes on important observations made of students?			
Do I create the feeling that I am interested in each student as a person and would like to cultivate his friendship?			
Do I give careful attention to physical conditions in the classroom, such as lighting, seating, acoustics?			
Do I provide ample opportunities for group participation?			
Am I successful in developing a classroom group that will encourage a student when he does well and give help when he needs it?			
Are class members successful in discovering each other's strong points and in helping all students to show their abilities?			
Do I watch for potential dropouts and students who seem to have little interest?			
Have I invited school specialists, such as counselors and psychologists to visit my classroom so that students may know them and their services?			

	Quite well	So-so	Need improvement
Have I helped the students in the class learn techniques and methods of solving educational, school, and emotional problems objectively?	.....	.....	.....
Do I use cooperative planning procedures in the classroom?	.....	.....	.....
Have the students learned ways to appraise and evaluate their own work?	.....	.....	.....

CHECKLIST FOR STUDENTS

You might also like to duplicate and distribute the following Student Reaction Form to your class. The replies tell how well you're meeting the counseling needs of students in specific classroom situations. When such a form is presented, students should be adequately informed of the checklist's uses. Responses are apt to be much more valid when students understand the purposes of this type of activity.

	Very much	Very little	Not sure
I feel my experiences in the adult program are helping me attain goals I had in mind when I enrolled.	.....	.....	.....
More information about where I can get questions answered about my educational goals would help me.	.....	.....	.....
I feel the person in charge of this class would talk to me about my vocational and educational goals.	.....	.....	.....
I feel the progress I am making in this class is satisfactory.	.....	.....	.....
More opportunities to talk about my progress with the person in charge of the class would help me.	.....	.....	.....

	Very much	Very little	Not sure
I feel the person in charge of this class knows me well.	----------	----------	----------
I feel the person in charge of this class is aware of any problems I have in connection with the class.	----------	----------	----------
I feel the other people in this class know me well.	----------	----------	----------
My relationships with other people in the class make me feel comfortable.	----------	----------	----------
More opportunities to find out how others in the class feel about these matters would help me.	----------	----------	----------

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Counselors—and others who find themselves in counseling roles—must assume that every individual is different if success is to be achieved. To paraphrase, "If a person is to be counseled, he should be counseled well!" There are no halfway jobs in counseling. Inadequate services can never be justified when dealing with the needs and aspirations of human beings.

The seriousness of the counseling teacher or professional counselor is not inquisitive or sentimental, but a measure of the concern and respect he feels for the privilege of counseling his fellow men. Only through such an attitude and behavior will desirable objectivity interact with essential human qualities.

Appendix

(Extracts from "Guidance in the Adult Program," published by the Cleveland Extension High School)

I. **Basic Philosophy**—The guidance services of the Cleveland Extension High School Programs are directed toward the accomplishment of two goals:

A. To assist people in helping themselves

B. To assist people in identifying and developing whatever potential they possess.

Guidance, in its formal sense, is not intended to supplant the advice and counseling provided by classroom teachers. It is intended to supplement the classroom by providing specialized information, tests, and techniques which are not readily available to the classroom teacher.

II. **Areas of Guidance**—Three major areas of guidance are provided in the Extension High School Program:

A. *Educational Guidance*

The principal and his counselors advise with students regarding specific course selection. This is done chiefly at the beginning of each semester, particularly with students new to the school.

Students who enroll for one or two courses on a non-credit basis seek guidance which is basically informational. Additional counseling provisions are made for this purpose at the time of enrollment.

College guidance is provided for students who wish to continue their education. College catalogs are available at both branches, and two counselors are available to assist students in finding information, making the proper selections, and processing for college entrance.

B. *Vocational Guidance*

1. Vocational preference inventories are available for re-evaluating and re-directing a student's work experience.
2. Efforts are made to place students in positions which are in keeping with their training, abilities and interests.

C. *Personal Guidance*

Though time and facilities are limited, students frequently seek out counselors to discuss and identify personal problems. On many occasions, referrals are made to community agencies.

III. Tools of Guidance

A. *Tests*

Individual tests are administered and interpreted to students who have some particular need to take a specific test. The following tests are available and administered:

1. G.E.D. Tests—There are no restrictions as to who may take these tests. A written request is required from a school, employer, or one of the Armed Services. The test is used to qualify for a diploma; admission to college; to enter service; or to meet a job requirement.
2. Stanford Achievement Test—This is used to establish grade equivalency. Usually used to establish an eighth-grade equivalency.
3. Woody-McCall Arithmetic Test—This test is used as a non-language test for eighth-grade equivalency.
4. The Iowa Algebra Aptitude Test—This test may be given to determine probable success in this subject.
5. Kuder Preference Record—This inventory is used to determine interest in occupational areas.
6. American History Test—This test is used to meet the state requirement for veterans earning a diploma on the G.E.D. basis.
7. Otis Quick Scoring Mental Ability Test—This test is used to determine probable learning rate.
8. Ohio State University Psychological Test—This test is given all graduates of Cleveland Extension High School. Scores are recorded on the permanent record card.
9. Competence Test—A Competence Test may be given to determine proficiency in a subject field and may be used as a basis for allowing credit when a course has been taken at a non-accredited school, or when a student has learned a subject through independent study or experience.

If this book has been helpful, you may be interested in other titles published by NAPCAE for teachers and students:

ADMINISTRATION OF CONTINUING EDUCATION
Hardbound, $8 #758-01058
Softbound, $6 #758-01060
TEACHING THE DISADVANTAGED ADULT
Single copy, $2 #751-01062
COUNSELING AND INTERVIEWING ADULT STUDENTS
Single copy, $1 #751-00796
HOW ADULTS CAN LEARN MORE – FASTER
Single copy, $1 #751-00724
TEACHING READING TO ADULTS
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A TREASURY OF TECHNIQUES FOR TEACHING ADULTS
Single copy, $1 #751-01294
SECOND TREASURY (1970 edition)
Single copy, $2 #751-01380
WHEN YOU'RE TEACHING ADULTS
Single copy, 50¢ #751-00798
IN-SERVICE TRAINING FOR TEACHERS OF ADULTS
Single copy, $1 #751-00728
ADULT BASIC EDUCATION: A GUIDE FOR TEACHERS AND TEACHER TRAINERS
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CONSUMER EDUCATION
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PERIODICALS

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Annual subscription, $5 #75B
SWAP SHOP for Administrators
Annual subscription, $5 #75A
TECHNIQUES for Teachers of Adults (includes Associate Membership)
Annual subscription, $5 #75C
PUBLIC SCHOOL ADULT EDUCATION ALMANAC
$5 to Associate Members;
$10 to nonmembers #750-01374

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- ACTIVE MEMBERSHIP ($20 a year)

  Members of staffs of publicly supported adult education programs (present or former) and anyone who supports the purpose of the Association, which is to give leadership to the development and implementation of public continuing and adult education, may become active members. Includes subscriptions to PULSE, SWAP SHOP, and TECHNIQUES (annual subscription fee, $5 each).

- ASSOCIATE MEMBERSHIP ($5 a year)

  Membership designed specifically for TEACHERS of adults to acquaint and affiliate them with the Association. Includes subscription to TECHNIQUES ($5 per year).

- SUBSCRIBERS SERVICE ($20 a year)

  Includes subscriptions to all publications and services received by Active Members, except the right to vote and hold office. Anyone may subscribe.

- EMERITUS MEMBERSHIP ($5 a year)

  Open only to former Active Members who have retired. Emeritus Members may attend the annual conference without payment of a registration fee and receive all newsletters, as well as other rights and privileges of the Association except that of holding office.

- INSTITUTIONAL MEMBERSHIP ($50 a year)

  Includes two sets of all regular publications. Each Institutional Member is entitled to designate one individual to represent the Institution as an Active Member of the Association.

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